DOCUMENT RESUME

ED 067 461 VT 016 545

AUTHOR	Yoon, Ken M.
TITLE	Occupational Information and Guidance Service Center. Final Report.
INSTITUTION	Hawaii Univ., Honolulu. Community Coll. System.
SPONS AGENCY	Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE	Jun 72
GRANT	OEG-0-70-4787(361)
NOTE	65p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Administrative Problems; *Career Education; *Developmental Programs; Disadvantaged Youth; *Occupational Guidance; Program Evaluation; Resource Materials; *State Programs; *Vocational Development
IDENTIFIERS	Vocational Education Amendments of 1968

ABSTRACT

As a federally funded year-long exemplary project, Hawaii's first Occupational Information and Guidance Service Center aimed to effect a closer relationship among schools, industry, and government in order to increase vocational awareness in students. Resource materials for school counselors and agencies involved in youth employment were developed, occupational guidance workshops and conferences were conducted, occupational information materials were disseminated, and program budgeting and evaluation was carried out. Initially, two intensive job training classes in food services were conducted for disadvantaged students in the Model Neighborhood Areas. Although a need exists for career education on a statewide basis in Hawaii, program problems and deficiencies caused the State Director of Vocational Education to recommend termination of the program at the end of the fiscal year. Resource materials, a bibliography, and a program evaluation are included. (AG)

ED 067461

FINAL REPORT

Project No. 0-361-0146
Contract No. OEG-0-70-4787(361)

Occupational Information and
Guidance Service Center

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Ken M. Yoon
University of Hawaii
Community Colleges
1150 S. King Street, Suite 304
Honolulu, Hawaii 96814

June 1972

VT 016 545

ED 067461

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Final Report

Project No. 0-361-0146
Contract No. OEG-0-70-4787(361)

Occupational Information and Guidance Service Center

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Ken M. Yoon
University of Hawaii
Community Colleges
1150 S. King Street, Suite 304
Honolulu, Hawaii 96814

June 1972

TABLE OF CONTENTS

	Page No.
SUMMARY OF REPORT	1
PROBLEM AREA	4
GOALS AND OBJECTIVES OF THE PROJECT	5
DESCRIPTION OF THE GENERAL PROJECT DESIGN AND PROCEDURES FOLLOWED	7
RESULTS AND ACCOMPLISHMENTS	10
EVALUATION OF THE PROJECT	13
CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	14
APPENDICES	
Bibliography	16
Attachment 1: Letter to the Chief of Exemplary Programs and Services Branch, U. S. Office of Education	17
Attachment 2: Letter from the Deputy Superintendent, State Department of Education	18
Attachment 3: How Many Occupations Can You Find?, Part A	19
Attachment 4: How Many Occupations Can You Find?, Part B	20
Attachment 5: How Many Occupations Can You Find?, Part C	21
Attachment 6: How Many Occupations Can You Find?, Part D	22
Attachment 7: Everyday Deals, Vol. II, No. 8	23
Attachment 8: Everyday Deals, Vol. II, No. 9	24
Attachment 9: Which Career Is Right for Me?	25
Attachment 10: Evaluation of the Occupational Information and Guidance Service Center	26

SUMMARY OF REPORT

A. Time Period Covered by the Report

The final report of the Occupational Information and Guidance Service Center (OIGSC), an exemplary project funded under the Vocational Act of 1963, as amended by the Vocational Amendments of 1968, Part D of Public Law 90-576, covers the period from July 1, 1971 to June 30, 1972.

B. Goals and Objectives of OIGSC

The purpose is to establish an occupational information and guidance service center that would function on a statewide basis. The primary activity of this exemplary project is to bring job and training opportunities to the attention of school-aged youths. The objective of this project is to effect a closer and immediate relationship among schools, industry and government.

This exemplary project, approved by the United States Commissioner of Education, proceeded in establishing Hawaii's first Occupational Information and Guidance Service Center that would attempt to provide resource material to school counselors and agencies working in the area of youth employment; to conduct occupational guidance workshops for public and private agency counselors, school guidance counselors working with youth employment in Model Neighborhood Areas (MNA); and to conduct summer intensive training programs in both Model Neighborhood Areas for youths of the intermediate and high school age on the range of occupations open to them.

C. Procedures Followed

In the initial phase of the project, two intensive training classes in food service were conducted for the disadvantaged students enrolled in schools located in the Model Neighborhood Areas.

The budget by programs was planned and submitted in the second phase.

Program activities such as conducting occupational guidance workshops, conducting a "Tell and Share" Conference, disseminating occupational information, developing pamphlets, and planning in the development of the resource manual took place during the third phase of the project.

In the final phase, a consulting firm was contracted to evaluate the OIGSC project.

D. Results; Accomplishments

Despite the fact that the project staff was operating on limited funds during the first half of the past year, some uncertainty of the project continuing for another year, the local freeze on funds that went into effect last fall, and other administrative hangups, the following activities were conducted:

1. Two intensive training classes in food service for students residing in the MNA.
2. Staff participation in a workshop on occupational outlook sponsored by the Hawaii Practical Arts and Vocational Association.
3. A budget by programs for the 1972 fiscal year.
4. Assisted the Department of Education with the Career Development Guidance Program Workshop.
5. Disseminated numerous occupational information pamphlets, bulletins, reports, etc.
6. Developed several pamphlets and distributed them to schools.
7. Two occupational guidance workshops of ten 2-hour sessions each for teachers and counselors assigned to schools in the MNA.
8. A one-day "Tell and Share" Conference for teachers involved in the State Career Development Guidance Program.
9. Published nine monthly newsletters.
10. Assisted the University of Hawaii Community Colleges in the planning of a two-day workshop on "Higher Education's Responsibility to Disadvantaged and Handicapped Students."
11. Contracted the University of Hawaii to develop the resource manual.
12. Assisted a number of schools in the State in the implementation of the Career Development Guidance Program.
13. Contracted a consulting firm to evaluate the OIGSC.

E. Evaluation

The Consulting Organization of San Francisco, California, was authorized and contracted to evaluate the OIGSC project.

F. Conclusions and Recommendations

Without exception, the people in the state of Hawaii seem to agree that a clear and present need for career information exists on a statewide basis. However, some supporters who believed in the idea of Hawaii having a central program in the State have questions about the way the project's activities were carried out in the last two years. Although attempts were made to remove the deficiencies noted by several critics and much energy and time were spent to keep the program moving forward, the State Director for Vocational Education recommended to the U. S. Office of Education to terminate the project at the end of the fiscal year. Plans are being made to submit another project under Part D on or before July 15, 1972 for the Office of Education's consideration and approval. The new project may start on September 1, 1972. (Attach. #1)

PROBLEM AREA

The project staff was beset with administrative problems especially during the first two quarters of the past year because of deficiencies noted by evaluators and lateness in receiving funds. The project received partial funding of $38,000 in November, 1971, and the balance of the second year funding was received in February, 1972. Moreover, with the local freeze on all State and Federal funds which went into effect in September, 1971, a number of activities planned for the year had to be curtailed.

The matter of the OIGSC continuing under the University of Hawaii Community Colleges has been of great concern not only to the project and the Advisory Board, but to the State Department of Education, the University of Hawaii and other agencies in the State. Unfortunately, the state of Hawaii has budgetary problems especially on expansion of new programs. (Attach. #2)

GOALS AND OBJECTIVES OF THE PROJECT

The primary purpose of the Center is to bring job opportunities and occupational training opportunities to the attention of school-aged youths. Thus, the objective of this exemplary project is to effect a closer and immediate relationship among schools, industry and government.

To accomplish this objective, the Center would utilize three approaches:

1. Gather, compile and translate occupational information into a resource manual primarily for guidance counselors at all levels of school but also for all other interested parties. With the assistance of the participating agency, the State Department of Labor and Industrial Relations data bank, the Center's staff would gather occupational and training data from the following sources: Hawaii Employers Council; labor unions; City, State, Federal, and private training programs; and other private businesses and industries.

   This information would be adapted for and translated into a resource manual which would include:

   a. General occupational information, e.g., types of jobs, qualifications for entry, pay rates and increases, training offered, etc.;

   b. Field trip planning information about businesses, industries and government agencies who have agreed to participate in the occupational visitation program of the State;

   c. A directory of names, addresses and telephone numbers of persons who have expertise in specific occupational fields and who are willing to speak to student groups or individuals about the occupational opportunities in that field;

   d. Names, locations and types of occupational training opportunities available to youth within the State, including City, State, Federal and private agencies;

   e. Information on summer, seasonal, cooperative work experience and work-study stations available in businesses, industries and government agencies in the State.

2. Conduct occupational guidance workshops on a demonstration basis for guidance counselors in the Model Neighborhood Areas.

   To accelerate and strengthen the implementation of the resource materials compiled by the Center and to get the most immediate impact upon elementary, intermediate, high school and post-secondary students, the Center would work with the University of Hawaii, other educational institutions, and consultants to establish occupational guidance workshops. Model Neighborhood guidance counselors including those within the MNA project, Quick Kokua, would be programmed through one or more intensive occupational guidance workshops. The objective of these workshops will be to make counselors more cognizant of the problems of youth who are seeking jobs and to introduce the counselors to new techniques of counseling, especially in the area of determining aptitudes and interests in order to maximize the range of job opportunities available to the student. It will also present the new resource material put out by the Center and teach the counselors how to utilize this material to the optimum benefit of their students.

3. Conduct summer training programs in both Model Neighborhood Areas to acquaint students at the intermediate and high school levels with the range of occupations open to them.

DESCRIPTION OF THE GENERAL PROJECT DESIGN AND PROCEDURES FOLLOWED

Hawaii's public school system is the only single statewide system in the United States. Its 209 regular and 9 special schools serve approximately 181,108 students in kindergarten through grade 12. These schools are scattered over the seven principal islands of the Hawaiian archipelago stretching over an expanse of some 6,376 square miles. They are administered by a superintendent of education. Under him are seven district superintendents each directly responsible for the schools in his district.

For those beyond the State's compulsory school age of 6 through 18 years, the Department of Education maintains a system of adult community schools. These schools offer a comprehensive program of less than college level for those desirous of improving their language or cultural skills and of meeting other needs to become productive and responsible citizens.

Unique, too, is the funding of Hawaii's public schools. They are supported by the Federal, State and City governments with the legislature exercising control over all aspects of general fund budgeting.

Hawaii's public schools, like in many other school districts throughout the United States, are faced with the task of assisting the one-third of today's youth who are unable to find employment and who encounter serious problems in making the transition from school to work. In a technological society, especially in today's labor market, unemployment is more often the result of lack of education and skill than of a shortage of job opportunities.[1]

Educators have learned in the last fifteen years that simply providing a person with job skills is not enough. We must accept the belief that it is a responsibility of education to help young people find a meaningful role in society in which they can make increasing contributions and accept increasing responsibilities. Highest priorities must go to a serious examination of the present and future role and status of adolescents and adults in our society.

The project got off to a slow start again in the second year because of the local freeze on Federal funds, limited funding granted by the contract officer in Washington, uncertainty of the status of the OIGSC, the deficiences noted in the project by evaluators, etc. However, the project staff has spent time and energy to keep the program moving forward by continually providing and displaying occupational information for students

---

[1] Grant Venn, Man, Education, and Manpower, (Washington, D. C.: American Association of School Administrators, 1970), p. 15.

and in keeping information current. The greatest task, in the opinion of the project staff, is to continually identify, evaluate, and classify occupational information and to make it readily available to counselors and students in usable forms at needed times and places.

The Occupational Information and Guidance Service Center staff consists of three full-time State employees.

Ken M. Yoon, project director, was formerly a classroom teacher and staff specialist of pupil personnel services with the State Department of Education. His background includes several years' experience as a part-time postal worker, laborer with construction firms, salesman, trades helper and other service jobs. He holds a Baccalaureate degree in General Science and Biology, and an advanced degree in Guidance and Counseling from Indiana University.

Kenneth T. Okano, associate project director, was formerly a classroom teacher with the private and public schools and as a project supervisor with the Manpower Development and Training agency for several years. His background includes several years' experience in trade jobs. He holds an undergraduate degree in Industrial Arts and Drafting, and a Master's degree in Industrial Arts and Guidance from Bradley University in Peoria, Illinois.

Joyce Araki, Stenographer III, a graduate of Kapiolani Community College in Honolulu, was formerly associated with the office of Community Studies on Pesticides, University of Hawaii, for a few years.

The project staff received excellent support and assistance not only from Dr. Samson S. Shigetomi, State Director for Vocational Education, but his entire staff including the Vice President for Community Colleges, Dr. H. Brett Melendy, and from the following members of the Advisory Board during the past two years:

Mrs. Mary Caywood
Personnel Staff Specialist
U. S. Civil Service Commission

Mr. Danield Akaka
Director
Office of Economic Opportunity

Mr. Harold R. DeCosta
Training Coordinator
Hawaii Carpenters Training Off.

Mr. Gordon Frazier
Chief, Research & Statistics
State Department of Labor

Dr. Masato Hasegawa
Director, Regional Medical Prog.

Mr. Kiyoto Horiuchi
Supervisor, Manpower Development and Training Program

Mr. Wah Jim Lee
Administrator, Student Affairs
State Department of Education

Mr. Curtin A. Leser
Manager, Manpower Planning
Hawaiian Electric Company, Inc.

Mr. Willard H. Loomis
Administrator, Apprenticeship Div.
State Department of Labor

Mr. Dewey Allen
Director, Model Cities

Mr. Alan Moon
Training Coordinator
Unity House, Local 996

Mr. Nelson Muraoka
Coordinator, Special Needs Prog.
Community Colleges, UH

Mr. Robert N. Rinker
Executive Vice-President
Hawaii Hotel Association

Mr. Theodore Ruhig
Executive Secretary
Commission on Manpower & Full Employ.

Mr. Dennis Sakaguchi
Director
Waianae Quick Kokua

Mr. Dave Thompson
Education Director
ILWU, Local 142

Dr. George Warmer
President
Hawaii Pacific College

The project staff is grateful to the following members of the Steering Committee for their assistance and support: Mrs. Emiko I. Kudo, Administrator, Vocational-Technical Education, State Department of Education; Mr. Dewey Allen; Mr. Wah Jim Lee; Mr. Curtin Leser; and Mr. Nelson Muraoka.

RESULTS AND ACCOMPLISHMENTS

Two intensive training classes in food service were held for disadvantaged students enrolled in schools in the Model Neighborhood Areas last summer. The State Department of Education, Kapiolani Community College, and manpower agencies in the MNA assisted in the planning of the food service course and also in recruiting the students for these classes. Twenty-one students successfully completed the six weeks' food service course held at Kapiolani Community College and Waianae Intermediate School.

The project has complemented and supported the State educational programs and assisted in promoting the Career Development Guidance Program as an integral part of the curriculum to the State Department of Education.

The project staff prepared and submitted the revised budget by programs for 1972 which was reviewed and approved by the Steering Committee and the Advisory Board.

In cooperation with the Vocational-Technical Curriculum Section and the Student Affairs Section of the State Department of Education, the OIGSC project staff conducted two occupational guidance workshops for the teachers and counselors assigned to schools in the MNA. Ten 2-hour sessions were conducted at Farrington High School and eight 2-hour workshops were held for the participants assigned to the schools in the Waianae-Nanakuli Model Neighborhood Area. A total of thirty-eight teachers and counselors participated in the two workshops.

The purpose of providing the workshops was to increase the skills and competencies of counselors in occupational guidance. The specific objectives of the workshops were to acquire new knowledge on career guidance, to obtain information on new developments in vocational counseling, and to acquire the latest and accurate information on occupational and training opportunities to impart to students. The objectives were achieved through guest speakers from the local university, State agencies, private industries, and the community; discussion groups; panel discussions; and demonstrations.

The project assisted the University of Hawaii Community College in the planning of a two-day workshop on "Higher Education's Responsibility to Disadvantaged and Handicapped Students" held at the Kapiolani Community College on the 6th and 7th of January, 1972. The primary purpose of the workshop was to assist participants in becoming more aware of the kinds of general, vocational and career programs implemented by the University system to serve the disadvantaged and handicapped students.

OIGSC has contracted the University of Hawaii Educational Psychology Department to develop the resource manual for use by counselors and other personnel involved in career guidance in Hawaii. The Department agrees to include in the resource manual fifteen clusters of careers containing occupational information appropriate for the job market in Hawaii as well as nationally in the following USOE occupational clusters:

1. Business and Office Occupations
2. Marketing and Distribution Occupations
3. Communications and Media Occupations
4. Construction Occupations
5. Manufacturing Occupations
6. Transportation Occupations
7. Agri-Business and Natural Resources Occupations
8. Marine Science Occupations
9. Environmental Control Occupations
10. Public Services Occupations
11. Health Occupations
12. Hospitality and Recreation Occupations
13. Personal Services Occupations
14. Fine Arts and Humanities Occupations
15. Consumer and Homemaking-Related Occupations

The Department agrees to conduct summer workshops for counselors and other career guidance personnel throughout the State in the understanding and use of the resource manual. The Department also agrees to conduct a follow-up evaluation of the workshop. Unfortunately, the resource manual has not been completed at this writing, although the Department has agreed to make the manual available by May 31, 1972. (Note: The resource manuals will be mailed under separate cover as soon as they are made available.)

The project compiled the following occupational information and distributed them to schools:

Counselor's Handy-List: Occupational Information Materials
Compilation of Free or Inexpensive Materials Relative to Career Information
Free Tape Duplication Service
Index of Occupational Grouping
Career Development Instruction for Intermediate Grades, Suggested Minimum Requirement
How Many Occupations Can You Find, Parts A, B, C. D (Attach. #3 - 6)
Film & Filmstrip Catalog (mailed under separate cover)

Nine issues of "Everyday Deals," a monthly newsletter, were published. The April and May issues are attached. (Attach. #7 & 8)

The following pamphlets were prepared and distributed by the OIGSC during the past year:

Looking for a Job
Post-High School Occupational Training Opportunities in Hawaii Public Institutions, 1972-1973 (including a 15" x 22" chart)
How to Fill Out Application Forms
Career Game (mailed under separate cover)

Which Career Is Right for Me (Attach. #9)
Careers in Technician Occupations
Rewarding Careers Can Begin with Apprenticeship

Schools were provided with countless numbers of occupational information pamphlets, booklets, reprints, reports, bulletins, publications, career directories, articles on career education, etc.

Other accomplishments by the project staff are the following activities:

- Participated in establishing a local chapter of the Federal College Association to promote the continuing interests of the Career Service as an employer of high school graduates, graduates of community colleges and University students.

- Proposed two alternate intensive training courses in auto body repair and painting, and auto mechanics for MNA students in the summer of 1972.

- Discussed the statewide Career Development Guidance Program with a number of schools in the State.

- Compiled a list of expertise available to speak on careers.

- Assisted schools in establishing a career resource library.

- Invited by several schools to speak on careers and training opportunities.

- Participated in a number of conferences, career day activities, in-service training workshops, institutes, seminars, panel discussions, symposiums, etc.

- Assisted schools in preparing materials and career packets.

- provided software, texts and equipment to MNA schools.

- Exhibited occupational information materials at conferences, public libraries, low income housing offices, etc.

- Arranged with vendors to demonstrate career games, equipment, texts, etc. to schools planning to implement the Career Development Guidance Program.

- Previewed and recommended appropriate films on careers.

- Purchased and made available to schools 16mm films.

- Assisted the Aloha Council of Explorer Scouting in establishing several multi-interest vocational groups at Campbell High School.

- Assisted in evaluating printed materials available in the areas of vocational guidance, occupational information, etc.

EVALUATION OF THE PROJECT

A three-man project team from The Consulting Organization was authorized to evaluate the Occupational Information and Guidance Service Center project. The evaluation was conducted within an extremely limited time constraint during the month of May; therefore, the report does not represent an in-depth evaluation required of all programs funded by the Federal government. The report, in the opinion of the OIGSC staff, represents only a judgment as to the relative effectiveness of the program during the past two years. (Attach. #10)

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The Occupational Information and Guidance Service Center project got off to a slow start again because of uncertainties in receiving Federal funds for the second year, local freeze on funds by the governor of the State, Center's problem in budgeting for State funds, deficiencies of the project noted by Federal officials, and because there were some questions and disagreements with the way the program was organized and managed. Finally, in May 1972, the State Director for Vocational Education recommended to the Office of Education in Washington to terminate the present project at the end of the fiscal year of 1972.

As in the past year and for that matter several years before that, the growth and development of career exploration programs seem to present a number of problems which will need to be resolved before successful implementation can be realized. The Hawaii State Department of Education, like in so many school districts all over the United States, must mandate the incorporation of career awareness and exploration programs in the schools and establish definitive program objectives, adequate strategies and expertise for implementation. Then, too, the teachers and administrators as well as the community populace must be completely convinced and sold on the importance of career exploration in the total school program.

If career awareness and exploratory programs are to succeed, the relationship of academicians and leaders of vocational education together with guidance personnel must be formed into a smooth working arrangement. Professional differences, misapprenhensions and many personal prejudices which exist among the educational leaders in the country must be removed before career developments can be implemented with success.

There are considerable material in the area of vocational development which indirectly applies to the world-of-work activities but to date there seems to be little research available on specific career programs to be tried out by classroom teachers and curriculum specialists.

Although a large number of career education projects and programs have been launched all over the United States, and despite the fact that Commissioner of Education Marland initiated the movement for social reform in career education about a year or so ago, there is definitely a lack of professional educational leaders who truly understand the career development process and have the necessary expertise to direct the career program activities in the state of Hawaii.

Recommendations:

1. Reestablish the Career Information Center on a statewide basis.

2. Attach the project to an agency who will be "guaranteed" to be budgeted with State funds in the future.

3. Restructure the objectives of the Center to:

   a. Be responsible with updating occupational information

   b. Provide schools with materials in the area of vocational development which indirectly applies to world-of-work activities

   c. Arrange for in-service workshops for employment counselors and career guidance personnel to help them understand the resource manual, to share occupational information materials, to instruct them in the use of the Dictionary of Occupational Titles, and to inform them of any available career exploration programs

   d. Introduce new counseling techniques in career exploration programs

   e. Assist schools in implementing career education activities

   f. Assist schools in establishing a career resource library

   g. Assist counselors in career day activities

   h. Assist schools in preparing materials and career packets

4. Develop curricula for career education programs from K-14 levels with probably initial emphasis on elementary programs.

5. Develop occupational exploration and career education programs as part of the teacher's training at the University of Hawaii.

6. Arrange for a career task force to assess the career education program in the State and establish a school-based model with the assistance of the U. S. Office of Education.

Ken M. Yoon, Director

June 30, 1972
Date

APPENDICES

Bibliography

Brunetti, C. and C. H. Higgerson. Your Future in a Changing World. New York: Richards Rosen Press, Inc., 1970.

Ginzberg, E. Career Guidance: Who Needs It, Who Provides It, Who Can Improve It. New York: McGraw-Hill Book Company, 1971.

Hollis, J. W. and L. U. Hollis. Personalizing Information Processes. New York: The MacMillan Company, 1969.

Isaacson, L. E. Career Information in Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1971.

Knowles, A. S. and Associates. Handbook of Cooperative Education. San Francisco, California: Jossey-Bass Inc., 1971.

Peters, H. J. and J. C. Hansen. Vocational Guidance and Career Development. New York: The MacMillan Company, 1971.

Rhodes, J. A. Vocational Education and Guidance. Columbus, Ohio: Charles E. Merrill Publishing Company, 1970.

Stone, S. C. and B. Shertzer. Guidance Monograph Series: Career Information and Development (Series IV). Boston, Massachusetts: Houghton Mifflin Company, 1970.

Tennyson, W. W., T. A. Soldahl and C. Mueller. The Teacher's Role in Career Development. Washington, D. C.: APGA Publications Sales, 1971.

Venn, G. Man, Education, and Manpower. Washington, D. C.: American Association of School Administrators, 1970.

ATTACHMENT #1

COPY

UNIVERSITY OF HAWAII

Office of the Vice-President for Community Colleges

May 19, 1972

Dr. Sidney C. High, Jr., Chief
Exemplary Programs & Services Branch
BAVTE/DVTE - Room 5036
U. S. Office of Education
Washington, D. C. 20202

MAY 22 1972

Dear Dr. High:

As discussed at our recent meeting in Washington, D. C., I am officially notifying you that we plan to terminate our present exemplary project, "Occupational Information and Guidance Service Center." However, since the project does provide for an intensive training program for youngsters in the Model Cities area and in-service workshops for this summer, I would appreciate your approving the extension of our termination date from June 30, 1972, to August 31, 1972. We will be able to implement all of the plans for this summer with the existing funds.

We are planning to submit another project proposal under Part D on or before July 15, 1972, for your consideration and approval. We would like to start the new project on September 1, 1972.

Thank you for your assistance, cooperation, and understanding.

Sincerely,

SAMSON S. SHIGETOMI
State Director for Vocational Education

SSS:gc

cc: Ken Yoon/Kenneth Okano
H. Brett Melendy
Emiko Kudo
George Ikeda

2327 Dole Street · Honolulu, Hawaii 96822 / Cable Address: UNIHAW

ATTACHMENT #2

STATE OF HAWAII

DEPARTMENT OF EDUCATION

P. O. BOX 2360

HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

April 7, 1972

APR 18 1972

Mr. Ken M. Yoon
Director, OIGSC
1150 South King Street
Suite 304
Honolulu, Hawaii 96814

Dear Mr. Yoon:

Unfortunately, the Department of Education faces the same constraints on expansion of programs as other agencies face in the State. We recognize the urgent need for occupational information support for our guidance program and strongly support the principles and concepts of OIGSC.

However, there are no funds which we can tap. In fact, the Department is still trying to "unfreeze" the position of Program Specialist, Guidance and Counseling at the state level so that guidance leadership could be provided. Therefore, no commitments for any expansion can be made.

Sincerely,

Teichiro Hirata

Teichiro Hirata
Deputy Superintendent

TH:fk

cc Dr. Ige
Mr. Lee
Mrs. Kudo

ATTACHMENT #3

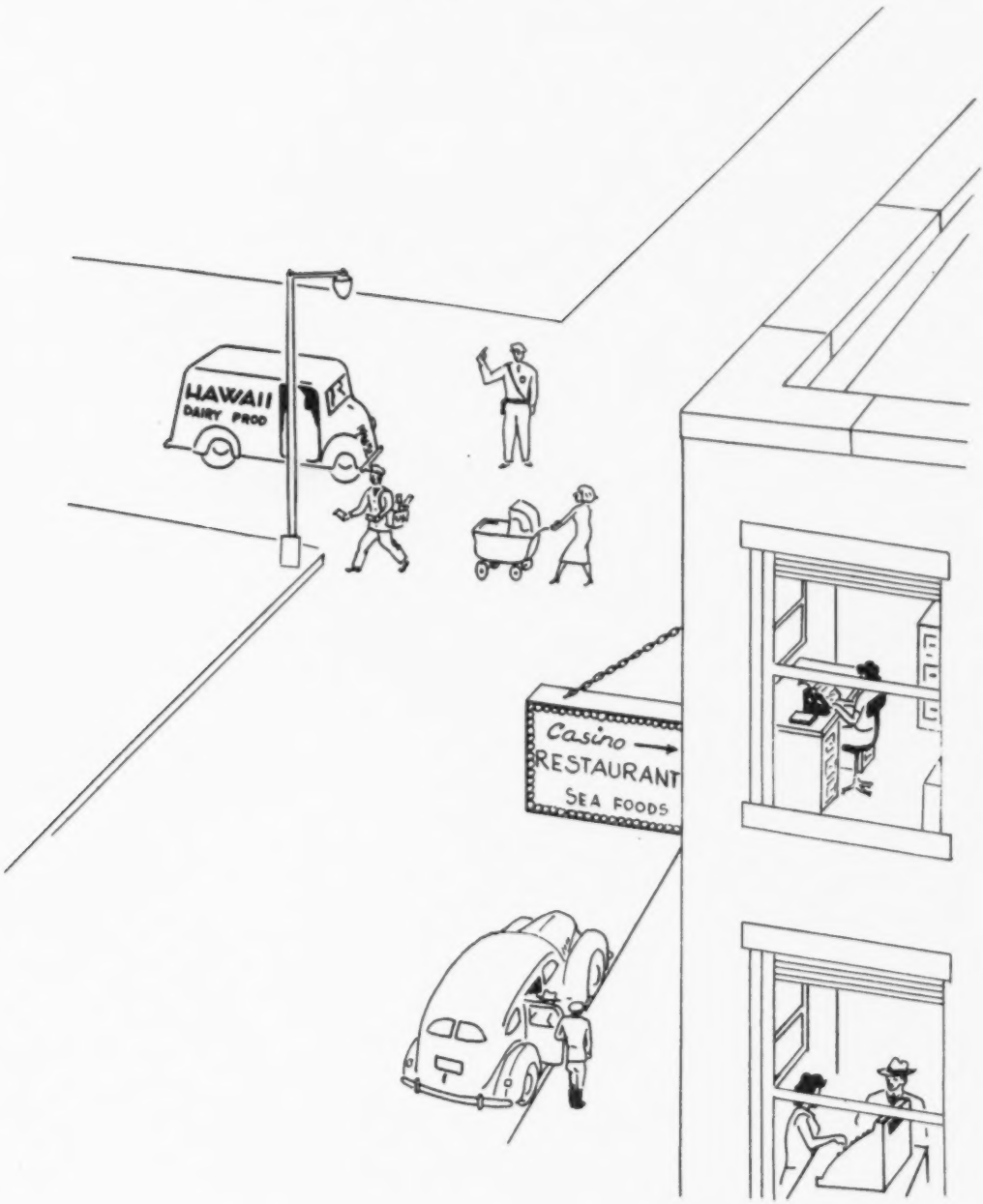
How many occupations can you find?

22

PART A

ATTACHMENT #4

How many occupations can you find?

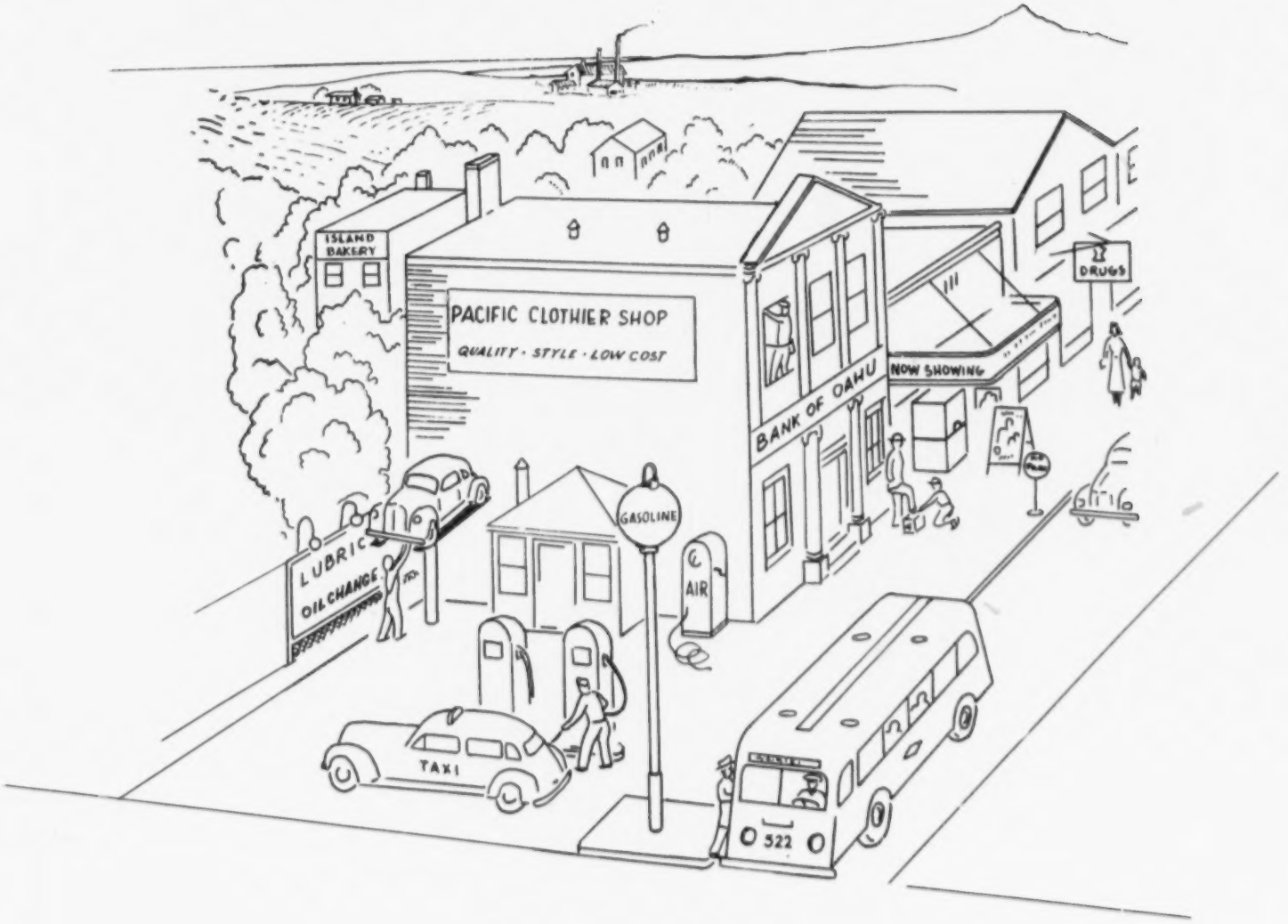


How many occupations can you find?

PART C

ATTACHMENT #5

How many occupations can you find?



PART D

ATTACHMENT #7

VOLUME II, NUMBER 8 APRIL, 1972

EVERYDAY DEALS A MONTHLY NEWSLETTER

OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE CENTER
1150 SOUTH KING STREET • HONOLULU, HAWAII 96814 • TELEPHONES: 536-0196, 521-1253

THE VISITOR INDUSTRY—A CAREER . . . OR?

The visitor industry in Hawaii has been the subject of more debate, more praise, more criticism, more dialogue and more attention than any other part of our state economy. This examination has extended over a decade of time, but has intensified beginning in the late sixties. One of the most sharply divided issues pertaining to Hawaii's visitor industry is concerned with the employees who work in that industry.

The critics of the industry cite low pay scales, "dead-end" job classifications, the demeaning nature of service type jobs and a host of other negative appraisals. Those of us who work in Hawaii's visitor industry, and who have been associated with the industry's training and education programs, have a decidedly different viewpoint.

A rational examination of Hawaii's economy and job opportunities would lead one to certain basic conclusions; three of the key conclusions are:

. . Our economy is, and will continue to be for several years, heavily dependent on tourism.

. . Other segments of our basic economy, primarily agriculture, face an uncertain future, particularly in the area of job opportunity.

. . Public policy has been implemented to diversify and expand the state's economic activities. Light manufacturing and diversified agriculture are examples.

The visitor industry offers a solution to some of the very real concerns connected with the above conclusions. In addition, Hawaii's visitor industry can provide for both career opportunities AND the answer to, ". . . Or?." How can the visitor industry resolve so many issues?

The visitor industry employs only two classes of people—those who CHOOSE to become so employed and those who could find no other alternative. Let's examine the circumstances pertaining to the involuntary employees of the industry. Kapaa and Kilauea, Kauai; Kohala, Hawaii and Kahuku, Oahu have on common factor. The basic enterprise that provided jobs in the community ceased to exist. Visitor industry enterprises offered alternate job opportunity in many instances. The visitor industry can and should play a vital role in providing alternate opportunities for economically distressed communities. Counselors, occupational information and guidance service centers, as well as educational resources should recognize these special situations and perform their mission accordingly.

What about those individuals who CHOOSE to work in the visitor industry? Can a person find satisfaction and fulfillment in a visitor industry job or career? The answer is yes and there is ample evidence to support the affirmative answer.

A career is generally identified with professional performance such as accounting, management functions, labor and industrial relations work and engineering. All of these career disciplines, plus others are available in Hawaii's visitor industry. Some of Hawaii's most successful visitor industry careers started from entry level jobs.

A lifetime job in the visitor industry is no different than twenty years of service as a bank teller, sales clerk, secretary or draftsman. The individual worker has to realize satisfaction accomplishment and income from his job. The visitor industry provides such jobs for those who CHOOSE to accept them in Hawaii.

Hawaii's visitor industry is unique in another area of job opportunity. This opportunity can best be described by the word "supplementary." Supplementary jobs for students, supplementary jobs to provide a second family income, supplementary jobs for a myriad number of Hawaii's citizens. The visitor industry provides job opportunities in so many diverse ways, that the supplementary job seekers can utilize such opportunity with a minimum of formal preparation.

Hawaii's visitor industry has the capability of providing both careers and jobs. The industry itself needs guidance as a key element in the state's economy. The people of Hawaii deserve quality guidance and counsel concerning their potential involvement in the visitor industry.

Robert N. Rinker
Executive Vice-President
Hawaii Hotel Association

Mr. Rinker is a member of the Advisory Board of OIGSC. He received his education from the University of Puget Sound and Cornell University with a degree in hotel administration. Mr. Rinker has been associated with the hotel industry since 1952.

COMPILATION OF SPEAKERS ON CAREERS (cont'd)

For information on Mortician, contact:
Mr. William Mendel Borthwick
Borthwick Mortuary
Telephone: 531-3566

For information on careers in the Newspaper Industry, contact:
Mrs. Barbara Edwards
Hawaii Newspaper Agency
Telephone: 536-7222

For information on careers in Vocational Rehabilitation, contact:
Mr. Masuo Kino
Division of Vocational Rehabilitation
State Department of Social Services
Telephone: 548-4640

For information on careers in State Civil Service System, contact:
Mr. Martin Luke
State Department of Personnel Services
Telephone: 548-3843

For information on careers in Graphic Communication (Printing), contact:
Mr. R. A. Mitchell
Edward Enterprises
Telephone: 841-4231

For information on Attorney, contact:
Mr. Robert Nip
Legal Aid Society
Telephone: 536-4302

For information on Sheet Metal Worker, contact:
Mr. John Hashimoto
Sheet Metal Training Office, AFL-CIO
Telephone: 841-0307

For information on Mason, Plasterer, Tile Setter and Bricklayer, contact:
Mr. Wilbert Eguchi
Bricklayers Union
Telephone: 955-6644

For information on Carpenter, contact:
Mr. Harold DeCosta
Hawaii Carpenters Training Office, AFL-CIO
Telephone: 841-0929

FREE MATERIALS AVAILABLE ON REQUEST AT OIGSC

Reprint "America's Manpower Needs for the Seventies" by Harold Goldstein, Assistant Commissioner, Manpower and Employment Statistics, Bureau of Labor Statistics, U. S. Department of Labor.

Booklet "Guide to Federal Career Literature" by U. S. Civil Service Commission, covering diverse career opportunities for the college graduate in the Federal service.

Booklet "Federal Career Directory: A Guide for College Students" by U. S. Civil Service Commission, covering specific information about Federal careers and basic entrance requirements.

Booklet "Employment Outlook: Tomorrow's Jobs," a reprint from the Occupational Outlook Handbook, 1970-71 Edition.

Booklet "The Crafts: Five Million Opportunities," a reprint from the Occupational Outlook Quarterly.

Booklet "A Hotel-Motel Career" by the American Hotel and Motel Association.

Booklet "After High School What?," 1971-72 Edition.

Write or call: Occupational Information and Guidance Service Center
1150 S. King Street, Suite 304
Honolulu, Hawaii 96814
Telephone: 521-1253

FREE OR INEXPENSIVE MATERIALS

Pamphlet "Apprenticeship Positions," Announcement No. FH-2-01

Pamphlet "Summer Jobs in Federal Agncies," Announcement No. 414

Call or write to: U. S. Civil Service Commission
Honolulu Area Office
Federal Building
Honolulu, Hawaii 96813
Telephone: 546-8600

COMING EVENTS

What: 1972 Plymouth Trouble-Shooting Contest
Purpose: To encourage more mechanically-talented students to complete their education and to encourage them to become auto mechanics.
Sponsored by: Hawaii State Department of Education
University of Hawaii, Community Colleges
Hawaii Army National Guard, 29th Support Battalion
Chrysler-Plymouth Dealers of Hawaii
Chrysler Motor Corporation
When: Saturday, May 6, 1972, beginning at 9:30 a.m.
Where: Diamond Head Crater
The winning teams representing the high schools and post-high schools will compete for the right to represent Hawaii at the national contest to be held in Los Angeles sometime in late June. THE PUBLIC IS CORDIALLY INVITED. FREE. Besides an auto show of antique cars, the National Guard will also have a display of interest to the public.

ATTACHMENT #8

VOLUME II, NUMBER 9 MAY, 1972

EVERYDAY DEALS A MONTHLY NEWSLETTER

OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE CENTER

1150 SOUTH KING STREET • HONOLULU, HAWAII 96814 • TELEPHONES: 536-0196, 521-1253

EXPANDING CAREER TRAINING AND EMPLOYMENT OPPORTUNITIES FOR WOMEN: THEIR SPECIAL COUNSELING NEEDS

One of my current interests related to education and guidance is equal employment opportunities for women. Traditionally, women have been employed primarily in clerical, sales and service work, or in professions such as teaching and nursing that have evolved from women's functions in the home. Very few women are in managerial or administrative positions, or in the professions which command higher salaries. According to United States Department of Labor statistics, in 1969 only one percent of our engineers were women, only three percent of our lawyers, seven percent of our physicians, and eight percent of our scientists. Thus although women make up about 35 percent of the total workforce nationwide (and higher in Hawaii), they are employed primarily in the lower paid occupations.

Meanwhile, the average number of years that women remain in the workforce has been increasing, and the age levels at which they participate has changed. Where previously many women worked only between school and marriage or until birth of first child, now women are re-entering the workforce after their children reach school age. Today the percentage of employed women is higher in the 45 to 50 age group than in the 20 to 25 group. Women who re-enter the workforce at age 35 after their children are in school have a potential 25 to 30 workyears before retirement. In fact, statistics indicate that eight out of every ten girls who are in school now will work for at least 25 years.

Thus, in planning their education, girls should look ahead to a career field that will bring satisfaction over many years. They should start now to find out about different kinds of jobs and what is required to qualify for them. Long-range plans may well include refresher courses or additional training at a later time. We may, in fact, be able to discover means of turning women's discontinued employment into an advantage rather than a disadvantage. Consider, for example, the marketing major who re-enters employment in retail sales work, which frequently utilizes part-time or intermittent employees. The individual would thus have both a professional and "ground floor" background. Or a Real Estate major may start a long-range career by selling houses in her own neighborhood.

Girls planning their careers should recognize the potential opportunities in nontraditional occupations. Today women can work in occupations which were unknown 20 years ago. And they can go into many fields which women rarely entered before. Girls with the ability and aptitude should be encouraged to study engineering or management, political science, law or urban planning, physics or medicine or even to enter an apprenticeship program. Much of women's success in achieving equal opportunities will depend on their own efforts. Students must prepare themselves in a wide variety of vocational fields, and not limit themselves to liberal arts majors and traditional occupations. And they should be given every encouragement when they want to pioneer new occupations. The demand for skilled workers in our country continues to expand while the need for unskilled workers declines. The nation's skilled manpower needs will not be met unless women are trained for such work. Times have changed and the opportunities are there. Girls and women must prepare themselves to take advantage of the opportunities, and parents, teachers and counselors must do all in their power to encourage and assist.

Mary A. Caywood
Personnel Staffing Specialist

Editor's Note: Mrs. Caywood works for the Honolulu Area Office of the U. S. Civil Service Commission. She has worked for the Federal government for eight years. She has been a resident of Hawaii for ten years. She received her education from the University of Oklahoma and the University of Hawaii.

QUOTATIONS

"We live in a society which honors poor philosophy because philosophy is an honorable calling, and ignores good plumbing because plumbing is a humble occupation. Under such practices we will have neither good philosophy nor good plumbing. Neither our pipes nor our theories will hold water."

(Gardner)

"Sound occupational choice is made in direct proportion to information, guidance, and opportunity available to the individual. The right to choose an occupation does not assure anyone of a good choice unless there is a basis for judgment. Failure to provide adequate occupational guidance to youth and adults represents still another tragic waste of manpower. For too long, choice of occupation and therefore choice of occupational preparation has been left primarily to chance."

(Venn and Marchese)

"The continuation of career development at the senior high school level must as at other levels be predicated upon individual needs, readiness, and motivations. In one sense the principal concern at this level is the intensity of the planning, individual readiness, and goal-directedness which characterizes the individuals to be served. Specific career development activities must take each student from where he is to the creation and the achievement of a set of specific goals. Here, perhaps, more than any other point in the educational continuum, activities must be individually preserved and they must proceed with logic and system to permit the realization of future motivations, whether these be immediate job acquisition, post-high school technical training, baccalaureate preparation, or a potential future combination of each."

(Herr)

TO: COUNSELORS

CAREER DEVELOPMENT: PUZZLING CHOICES

Theories and theories . . . none agree
We must decide which seem to be.
Hoppock, Tiedeman, or Brill
Each has ideas to instill.
Holland, Ginzberg, Super, or Roe
How is a counselor able to know?
Personality, self-concept, and needs
All contribute useful leads.
Determinism, accident, and chance.
Attitudes, values, and traits galore
Their influences are hard to ignore.
Work, leisure, and automation
Our efforts to measure meet evasion.
Vocational choice or career development
Perhaps parts of each . . . so why the puzzlement?

Mildred Fortner
Southwest Missouri State College

FOR USE OF OIGSC-OWNED 16mm FILMS DEPOSITED AT KAPIOLANI COMMUNITY COLLEGE (Cont'd.)

Keeping Your Job Is Work, 16mm, color, 12 min.
Informative film analyzing the importance of meeting the responsibilities of a job in terms of being prompt and dependable, having a clear understanding of what is expected, accepting constructive criticism, cooperating and getting along with fellow workers, showing some initiative.

Work, What's It All About, 16mm, color, 30 min.
Presents a panorama of jobs in different job families and relating the role of work in sustaining and giving meaning to life.

Jobs and Continuing Education: Ernie Rodrigues Hates School, 16mm, color, 12 min.
Presents the story that education and training are necessary for a worthwhile job, especially so in the case of a school drop-out.

How Do You Get There?, 16mm, color, 26 min.
Focuses on how to apply for jobs or training, how to behave in an interview, how to complete an application form.

HAVE YOU READ?

GUIDANCE MONOGRAPH SERIES, Series IV: Career Information and Development:

1. Barre, Mary E. *College Information and Guidance*. 1970. 70pp. Price: $1.60, single copy.
2. Herr, Edwin L. *Decision-Making and Vocational Development*. 1970. 83pp. Price: $1.80, single copy.
3. Chick, Joyce M. *Innovations in the Use of Career Information*. 1970. 63pp. Price: $1.60, single copy.
4. Sinick, Daniel. *Occupational Information and Guidance*. 1970. 81pp. Price: $1.60, single copy.
5. Brown, Duane. *Students' Vocational Choices: A Review and Critique*. 1970. 80pp. Price: $1.80, single copy.
6. Bain, Robert. *Influence of Sociological Factors upon Vocational Development*. 1970. Price: $1.80, single copy.
7. Martin, Ann. *Theory and Practice of Communicating Educational and Vocational Information*. 1970. Price: $1.80, single copy.
8. Zaccaria, Joseph. *Theories of Occupational Choice and Vocational Development*. 1970. Price: $1.80, single copy.
9. Zytowski, Donald G. *Influence of Psychological Factors upon Vocational Development*. 1970. Price: $1.80, single copy.
10. Hollis, Joseph W. and Hollis, Lucile U. *Personalizing Information Processes: Educational, Occupational and Personal-Social*. The MacMillan Company, 866 Third Avenue, New York, New York, 10022. 1969. Price: $9.95.

The entire set of 9 monographs in one bookshelf display is available for $14.60 from Houghton Mifflin Company, 1900 South Batavia Avenue, Geneva, Illinios, 60124.

WHICH CAREER IS RIGHT FOR ME?

One of the most important decisions you will make in your lifetime is your choice of a career. The wage earner in the family, male or female, will spend almost half a lifetime at the task of earning a living. It is very important, then, that the work of a lifetime be rewarding, interesting and satisfying.

The career decision a young person makes may affect his education, his choice of friends, his neighborhood, his income, his leisure activities, even possibly the type of person he will marry and perhaps all other aspects of his total life. The career you choose, therefore, must meet your needs, values, interests, aptitudes personality and self-concept.

Today's society is complex. Preparation in the way of education and training is a must to enter that society and compete successfully for a living. In a report, the U.S. Office of Education estimates that by the end of the 1970's, four job openings out of five will require vocational or technical training. This means that more education and training will offer a person more options in deciding an occupational choice.

This folder is designed to give you some guidelines to help reach a decision.

STEP ONE: TAKE A GOOD LOOK AT YOURSELF

A complete self-assessment can help you towards the possible selection of a job and a career along lines that are of major interest to you.

Fill out the following outline as completely as you can.

THINGS YOU LIKE TO DO MOST:

Interests: _____

_____

Hobbies: _____

_____

SCHOOL COURSES YOU LIKE MOST:
(Any of these indicate an interest in a career?)

_____

_____

PART-TIME JOBS YOU ESPECIALLY LIKE?

_____

_____

LIKE TO WORK ALONE OR WITH PEOPLE? _____

WORK BEST WITH THINGS OR WITH IDEAS? _____

WORK BEST WITH NUMBERS OR
WITH WORDS? _____

BEST WITH YOUR HANDS OR
WITH MACHINES? _____

LIKE WORKING INDOORS OR OUT? _____

Consider Your Personality

Work, jobs, careers involve people working together. Personality traits can be very important. Look at yours —honestly. Fill out the following outline as completely as you can.

HOW WOULD YOU RATE YOUR PERSONAL APPEARANCE?

Sloppy_____ Neat _____ Just So-So _____

ARE YOU THE QUIET TYPE OR TALKATIVE?
Too much so, not enough? _____

A THINKER OR A DOER? _____

A LEADER OR A FOLLOWER? _____

HOW'S YOUR TEMPERAMENT?
Keep your cool? _____

Short fused, blow your stack? _____

RESPONSIBLE OR A GOOF-OFF? _____

METHODICAL OR IMPULSIVE? _____

A LONER OR A JOINER? _____

What Is Your Aptitude Ra

Some people have sp
in demand. Others may
veloping and training spe
—or several—abilities tha
warding career.

WHAT SPECIAL TALEN
Writing? Drawing? Pa

_____

Best working with th

Your Aptitude as Measured by the DAT

Draw your aptitude profile by getting the percentile scores from your teacher or counselor.

Note:
Test results are helpful in planning and making decisions about courses, colleges and jobs. They do not prescribe or specify occupations or courses of study. The making of these decisions is still your job.

What Is Your Aptitude Rating?

Some people have special talents that might be in demand. Others may have the possibilities for developing and training special skills. You may have one —or several—abilities that could be shaped into a rewarding career.

WHAT SPECIAL TALENTS DO YOU HAVE?

Writing? Drawing? Painting? Musical? Mechanical?

_____

Best working with things or with ideas? _____

Using objects _____

Using figures? (Math) _____

Work best alone or with a group? _____

With hands or a machine? _____

Do you learn easily? _____

WHAT IS YOUR ATTITUDE TOWARDS A JOB?

What do you expect from it? _____

Look for security? _____

Willing to take a risk? _____

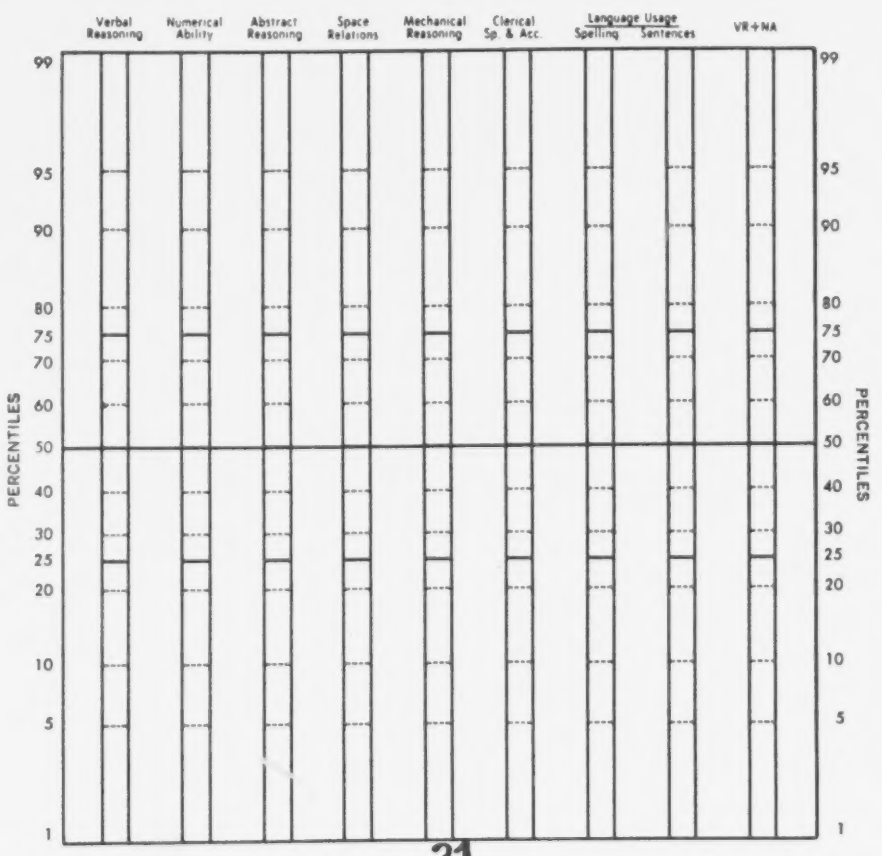
Prefer routine work or variety? _____

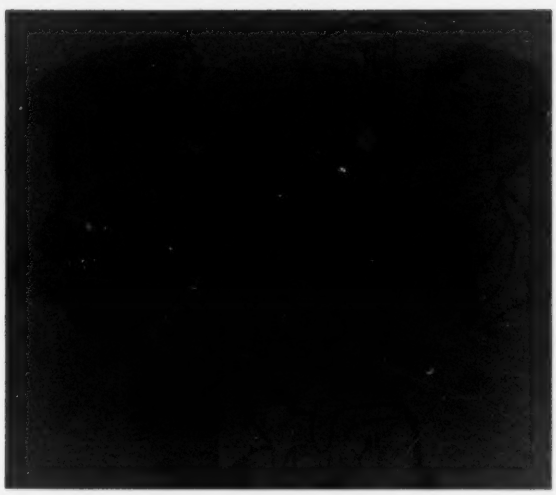
Your Aptitude as Measured by the DAT

Draw your aptitude profile by getting the percentile scores from your teacher or counselor.

Note:

Test results are helpful in planning and making decisions about courses, colleges and jobs. They do not prescribe or specify occupations or courses of study. The making of these decisions is still your job.





At one location? Would it be better to travel? _____
Does a job mean social standing to you? _____
Personal recognition? _____
A desire to help others? _____
Or is money the only reason to work? _____

WHAT ARE SOME CAREER OPTIONS YOU ARE CONSIDERING AT THIS POINT?

_____

_____

Go back and re-evaluate if you're not sure . . . Your interests? Your personality? Your special talents? Your attitude?

STEP TWO: LET'S TAKE A GOOD LOOK AT THE JOB

You've come to some decisions about yourself. You've listed some options but you're not sure whether it's right for you. Here are some considerations.

What does the job demand of you? Will you work with people or alone? Does it involve physical activity you're capable of or is it a sit-down job? Is there variety to it or is it repetitious and maybe monotonous in time? Will you work outside or inside? Is there any danger involved and are you prepared for it? Will there be physical discomfort? Would it take you away from home and family sometime, frequently, never? Will it require shifts, switching from daytime to nightime schedules? Is it handy to home and for travel or a long distance away? Will there be pressure on you?

Is there a future in the job? Does it offer chances of advancement or does it look like a dead-end situation? Is it in a growing and a thriving field or a dying one? Does the job offer real security, retirement and other benefits?

STEP THREE: LOOK AT THE TRAINING/EDUCATION POSSIBILITIES

It's important for you to think about the need for qualifying yourself first for a job you have in mind, or the opportunities to be trained in the job.

Here are some thoughts.

Where can special training or education be received?

Is there on-the-job training?

Is it an apprenticeable occupation?

Can you learn or improve your present skills through correspondence schools?

Should you consider special schools such as:

- Vocational school?
- A technical institute?
- A community college?
- A junior college?
- 4-year college or university?

SOME FINAL SUGGESTIONS

Over the period of a lifetime, society changes and our values and living styles change. Jobs and work patterns also change. Hundreds of job classifications which were popular and in demand 20 or 30 years ago no longer exist today. Tomorrow will bring hundreds of new jobs that don't exist today.

It is important, then, to seek a career that offers flexibility and options to you, so that you can change with changing needs and not be left behind in a job that no longer has the importance it had when you began it.

Another thought. If you need advice or help to make your decisions, ask for it. Successful people in the career or profession of interest to you would be happy to talk to you and discuss their field with you. There may be organizations in specific fields that you can contact.

School counselors, the State Department of Labor, departments of the University of Hawaii, the chambers of commerce and business associations are also sources of help.

Chart the course for the career you want and pursue it so that you can grow with it and keep abreast of its changes.

GOO

Prepared ar
OCCUPATIONA
& GUIDANCE
UNIVERSI
1150 S. King
Honolulu,
Phon

Career Information
by the U.S. Office
visions of Part 'D'
Amendments of 19
tered by the Comm
versity of Hawaii.
Its main function is
selors and educato
which can be ut
awareness of the
them in the world

Does it offer chances
ke a dead-end
a thriving field or a
security, retirement

NG/EDUCATION

k about the need
job you have in
trained in the job.

cation be received?

?
esent skills through

ools such as:

society changes
change. Jobs and
reds of job
r and in demand
kist today.
f new jobs that

a career that offers
that you can
not be left behind
portance it had

advice or help to
Successful people
erest to you would
uss their field with
n specific fields

epartment of Labor,
Hawaii, the chambers
tions are also sources

er you want and
with it and keep

GOOD LUCK!

Prepared and Distributed by:

OCCUPATIONAL INFORMATION & GUIDANCE SERVICE CENTER

UNIVERSITY OF HAWAII
1150 S. King Street, Suite 304
Honolulu, Hawaii 96814
Phone: 521-1253

CAREER INFORMATION CENTER

33 Career Information Center (OIGSC) is funded by the U.S. Office of Education under the provisions of Part 'D' of the Vocational Education Amendments of 1968. The Center is administered by the Community Colleges of the University of Hawaii.

Its main function is to make available to counselors and educators vital career information which can be utilized to increase student awareness of the range of options open to them in the world of work.

WHICH CAREER IS RIGHT FOR ME?

ATTACHMENT #10

the consulting organization

907 Fox Plaza, San Francisco 94102 • 415/387/7226
1722 Skyline Drive, Honolulu 96817 • 808/845/0312

June 5, 1972

Occupational Information and
Guidance Service Center
1150 South King Street
Honolulu, Hawaii 96814

Ladies and Gentlemen:

This is our final report on the evaluation of the Occupational Information and Guidance Service Center.

This project was authorized and the contract was signed on May 8, 1972 and was completed and presented on June 5, 1972.

We assigned a three man project team to do the work: John Miki, Resident Director of the firms, Dr. Cummins E. Speakman, Resident Associate and Donald R. Hegstrom, Managing Director of The Consulting Organization.

In order to gain a balanced perspective, the team has made almost 200 contacts throughout the State, has reviewed and analyzed Center files and has carried on intensive discussions, on several occasions, with Center staff. It is our policy, however, to take into account all such views but to make quite clear to our clients that our report represents the collective judgment of the project team and that we take full responsibility for the evaluation. Thus, we maintain a posture of independent judgment at all times.

This report represents our best judgment as to the relative effectiveness of the Center program. It also goes beyond most evaluation reports by presenting our thoughts as to the future of the program.

We received unstinting cooperation from the Center staff, for which we are very grateful. Finally, we appreciate the opportunity to serve the State of Hawaii on another occasion.

Sincerely,

The Consulting Organization

THE CONSULTING ORGANIZATION

TABLE OF CONTENTS

		Page
	Letter of Transmittal	
I.	PERSPECTIVE	1
II.	PRESENT PROGRAMS	4
III.	THE CENTER'S FUTURE	12

I. PERSPECTIVE

The process of evaluation means different things to different people. To the psychologist, evaluation means testing, measurement of performance gain and other research methodologies. To some, it means a simplistic decision or judgment as to whether a program has been good, bad or indifferent. Some evaluators never find anything good about a program. Some never find anything bad. Some agencies look for the solution to all problems from evaluation. Others routinely dismiss evaluation reports and proceed with what they have been doing.

Federal and state agencies, among others, insist on evaluation and many program officers fear the process and the outcome which often is critical or negative in tone. People tend to agree or disagree with evaluation reports to the extent that they square with personal opinions or even personal biases.

The emphasis that today is placed on evaluation is sound. It forces responsible people to look candidly at programs and performance. For a long time, the tendency was to avoid,at all costs, the unpleasantness of asking ourselves whether a program is working and how well and how effectively is it working.

PROJECT ORIENTATION

We hold to the view that evaluation is an art rather than a scientific process. It is a matter of judgment rather than reliance on carefully compiled statistical tables. Sound evaluation has to

do not only with the actual effectiveness of the program, but also with how well people think the program is operating. Sometimes the latter factor is more important than the former in terms of actual program support and potential program impact. In Hawaii, the factor of what people think about a program is, perhaps, more important than in many mainland communities. There is a high degree of interest in government here and one of the more effective informal communications systems of any American community.

The Occupational Information and Guidance Service Center was organized to perform a centralized service for the State of Hawaii--a service that was not being provided to the same extent. Therefore, our orientation was to evaluate the program on the same basis as we would evaluate any other personal service activity, private or public. A personal service activity is organized to meet one or more needs of a client or customer group. Thus, whether the program is in fact meeting such need becomes the central question that an evaluation project must answer.

If the service indeed is meeting a need, we believe the function of evaluation must address itself to the question of how the service can make even a greater impact and operate at a higher level of effectiveness.

PROJECT APPROACH

To arrive at a sound and balanced evaluation judgment, we did the following things: reviewed and analyzed the project proposal;

reviewed "hard copy" letters, reports and statistical data from the files; appraised occupational information sent to clients; and made almost 200 community contacts on a confidential basis. The exhibit following identifies the range of contacts made by the project team.

It is quite important, we think, that those who read this report understand that this project was conducted within an extremely limited time constraint during the closing days of school--and that while many governmental programs call for in-depth evaluation to the extent of 10% of authorized program costs, this project was limited to under 2%. We cite these factors not in apology, in any sense, but to set the framework within which the work was conducted and to provide a common understanding and perception of project results.

Exhibit I
PROJECT CONTACTS

Types of People Contacted

administrators
businessmen
counselors/ teachers
legislators
parents
students
training officers
union officials

Government Agencies

Attorney General
Community College System
Education
Human Service Center
Labor and Industrial Relations
Manpower Commission
MDTA
Model Cities
OEO
Quick Kokua
University of Hawaii

Labor Organizations

carpenters
electrical workers
government workers
hotel, restaurant workers
longshoremen
sheet metal workers
teachers

Business and Industry

bakery
conglomerate
general contracting
hotel
restaurant
tool
utility

Associations

counselors
employers
hotel

Private Colleges/Schools

Chaminade
Hawaii Pacific
Iolani
Kamehameha
Punahou

Community Colleges

Hawaii
Honolulu
Leeward
Kapiolani
Kauai
Maui

Public High Schools

range of high schools,
primarily on Oahu

II. PRESENT PROGRAM

In evaluating the present program, it is important to keep a number of factors clearly in mind:

- The evaluator and those who read this report must focus on principles, rather than personalities. It serves no useful purpose to personalize either the short comings or the strengths of the program.
- The program has been developed and carried out by only three staff members with a relatively modest budget allocation. Thus, there should be realistic expectations of progress on the part of all involved.
- The project proposal and addendum set not only the high objectives of a statewide program, but include a veritable "chop suey" of objectives that the Center was charged with meeting.

This third point needs attention. While we were to accept the proposal objectives as "givens", there is a tendency sometimes to raise expectations to an unrealistically high level in the hope of receiving grant funds. We would be less than honest as evaluators if we did not observe that this is the case here.

THE NEED

Without exception, each person we talked to agreed that a clear and present need for career information exists on a statewide basis. Even those who had not even heard of the program--and there were many--supported the idea of such a program. Those who were critical of the program similarly supported the idea of a central program, but disagreed with the way it was being carried out. Even those agencies that are in the business of developing and disseminating

occupational information agreed that a statewide program that cuts across organization and functional areas is a prime statewide need. We believe that this conclusion is of critical importance in future planning of such a service.

ORGANIZATION

It is important to note that while, for grant purposes, the Center is under the community college system, it has, in large part, operated as an independent agency. The ability to operate somewhat independently has had advantages during the program's developmental stages, but it also has had disadvantages. Since the Center has had multiple clientele to serve and thus, has gained a share of both brickbats and approvals, the net result has been that no single agency looks upon the Center program as its own. In effect, the Center has been a "step child" agency, if not an "orphan", with all other groups expecting a high level of service, but stepping aside when questions of resource assistance are raised.

We are not suggesting, however, that the program should be "taken over" by DOE, community colleges or other agency as some have thought desirable, for such action would severely restrict the Center's ability to develop a viable statewide program. We will comment on future organization in the next chapter.

STAFF

It also should be noted at this point that the staff of the Center meet position specifications fully and that they both individually and collectively have spent much energy and time to move the program forward. While there has been much criticism of the staff's performance from a variety of sources, we are constrained to point to a large group of teachers and counselors that have found the staff helpful, responsive and very service oriented. In view of the fact that the counselor group represents probably the most significant focus of effort to the Center's program, it is important to take this reaction into account when assessing the effectiveness of the total program.

PROPOSAL OBJECTIVES

The project proposal and its addendum together set forth some 17 objectives targeted for accomplishment during the life of the project. The exhibit following sets forth our evaluation of the extent to which each has been met. In brief, it is our evaluation that three objectives have been met, five have shown good progress and the balance of the objectives are substantially unmet. A few comments are in order:

- The resource manual, a principal objectives in the proposal addendum, is rated low because of its late start and because we have no basis on which to evaluate the final document. We do think, however, that the staff would have been well advised to begin work on it earlier and to handle it, insofar as possible, on an in-house basis.

Exhibit II
EVALUATION BOX SCORE--
PROPOSAL OBJECTIVES

	Progress Toward Objectives *		
	Falls Short	Approaches	Meets
1. resource manual	1		
2. occupational guidance workshops(MNA)		2	
3. summer training(MNA)		2	
4. gather/disseminate occupational information			3
5. multi-media production capability	1		
6. occupational guidance working relationships		2	
7. field trip planning information	1		
8. directory of speaker resources	1		
9. gather/disseminate occupational training opportunities--public institutions			3
. private institutions	1		
10. ERIC microfiche dissemination	1		
11. gather/disseminate information on work experience programs,work study stations	1		
12. public library exhibits	1		
13. instructional materials		2	
14. occupational information brochure			3
15. new teacher orientation	1		
16. cooperative work experience information to stimulate program development	1		
17. intensive pre-employment training programs		2	
	10	10	9

* Legend

falls short (1) - limited or no activity
approaches (2) - significant activity but does not meet objectives either because of quality of effort or extent of effort
meets (3) - meets objectives from both quality and extent of effort standpoints

- While the gathering and dissemination of some 100,000 brochures and leaflets on occupational information represents one of the Center's major achievements and although the proposal objective has been substantially met, we do have the following concerns:

  - except for the aloha shirt in brochure illustrations, there is no feeling that the information applies particularly to Hawaii.

  - in those brochures which are directly designed for students, we see little advantage in stating that the Center is funded by the Office of Education under the provisions of Part D of the Vocational Education Ammendments of 1968; any extraneous information detracts from readership.

  - materials are not localized and specially applicable to various geographical areas.

  - there apparently has been no effort to develop materials that might be more readable or understandable by various cultural groups(students/parents).

- The brochure and wall chart on training opportunities was said to be the single most effective piece of literature produced by the Center--both from the counselors, teachers and students standpoint. This material is usually displayed prominently and well used.

Again, it is important to keep in mind that the charge to the Center, was not very realistic, in our opinion. Because of the multitude of objectives and the high expectations of groups to be serviced, it appears that there has been a substantial diffusion of effort, a lot of "wheel spinning" and a sincere desire to satisfy everyone--with the inevitable result of satisfying very few.

Also, we must point to the quite evident desire on the part of the staff to "give them what they want." While this is a laudable attitude, it can be overdone and we think it has been in the case of the Center. There is a point at which those responsible for

implementing a program must set a clear program course and exercise dynamic leadership to interpret to all its publics what is to be done and why it is the best course to take. In this connection, one of the most serious deficiencies of the total Center program is the "muddy" view of the program that exists among its publics. Thus, most people who know of the program do not have a clear idea of why it exists and what it proposes to accomplish.

Though we recognize that rating criteria and scoring systems are inexact at best, we rank progress toward proposal objectives on a total basis of 1.6 on a scale of 3. Progress has been made without question but the extent of progress has fallen somewhat short of what could be expected at this point in time.

MARKET OBJECTIVES

When evaluating a service organization, it is essential to look at its customer group and the extent to which it has served its various publics.

The project proposal cites a communications gap among "schools, business, industry and government agencies which, in turn, causes guidance counselors to operate with no real and current knowledge about the world of work as it exists in their own state and community." The Center was to close this evident gap, thus enabling counselors to "present prepared and current information about job and training opportunities to students and parents alike." We acknowledge that the "gap" cited in the proposal exists in vir-

tually all communities and while we view the Center program as making a determined effort to improve communications with counselors, scarcely a dent has been made on the "gap" problem. The exhibit following sets forth our appraisal of the extent to which Center programs have met the requirements of the potential market for occupational and training information. The following comments are appropriate:

- The total program falls far short of a statewide service from the standpoint of any measure. The effort has been slanted, perhaps understandably, toward the educational establishment.
- The counselors indeed have received the major program focus. However, there is little evidence to suggest that either the student or parent group has been influenced to any appreciable degree.
- There has been little directed effort toward the business community, the source of jobs.

We rank the market penetration of the Center program as 1.7, again on a scale of 3. Although the staff has been diligent in cultivating the counselor group and responding to service requests, it is our judgment that the results of the program have not, to date, achieved the "multiplication" effect that the original project proposal envisioned. Although there have been demonstrable student responses from training programs and occupational information, there has not been the widespread effect that was sought.

PROGRAM MANAGEMENT

Beyond the project proposal and the market objectives, it is equally important to evaluate the program management aspects of

Exhibit III
EVALUATION BOX SCORE--
MARKET OBJECTIVES

	Progress Toward Objectives		
	Falls Short	Approaches	Meets
1. develop statewide program	1		
2. administrators-state/ education		2	
3. business community	1		
4. counselors/ DOE / community colleges		2	3
5. legislators	1		
6. students/ parents	1		
7. teachers		2	
8. labor community		2	
	4	8	3

Note: Though a separate category has not been established for model cities publics, the Center should be rated a two score for significant effort.

the Center. The exhibit following identifies those factors which we consider to be of critical importance. We rank four factors as satisfactory and believe that there should be significant or at least some improvement in nine other areas. The following comments are in order:

- A new program such as that of the Center requires detailed analysis of needs to be fulfilled and market studies to identify more precisely where program efforts should be focused.

- Objectives cited in the project proposal should have been only the starting point for developing further detailed performance objectives and priorities. Had this been done, we believe that there would be a better understanding of program thrust and program limitations today.

- First efforts, in our opinion, should have been placed against development of a Center master plan of development and service. The bridge from proposal generalities to Center specifics was never built.

- The Center's public relations has been far from adequate. While any new program can expect a certain amount of criticism, there has been an unusual amount of "carping" from all sides. This has tended understandably to depress staff morale and to influence program effectiveness adversely.

- There have been efforts to involve people and to gain support but these have not been as effective as those needed to give a fledgling program the lift it requires.

We find, therefore, serious problems from a total management standpoint. Though we cannot fault the staff for sincere and continuing efforts on a variety of fronts, we must note that a number of things needed doing in order to give the program vitality and focus. At the same time, to be fair and balanced, we must point not only to the uncertainties of funding as a mitigating circumstance, but also we question whether the Center was given

Exhibit IV
EVALUATION BOX SCORE--
PROGRAM MANAGEMENT

	Satisfactory	Needs Improvement
1. conducted needs assessment		x
2. developed detailed objectives		x
3. developed master plan for Center operations		x
4. program development	x	
5. program implementation		x
6. organization/ internal / external	x	x
7. staffing	x	
8. facilities	x	
9. public relations		x
10. involvement of individuals, groups, agencies		x
11. evaluation/ internal		x
12. management information systems		x

the degree and quality of guidance and leadership that was required to build a dynamic program.

There is no simple answer to the position the Center finds itself in today. That it has made an impact is clear. That it has not reached its expectation level is equally clear. That there is much to be done if a viable service is to be built is also clear. In the absence of a needs assessment analysis, we tend to agree with the original assumption advanced by the project proposal that there is a need. We also agree that there is a "gap" in communications between and among all publics that have an interest in occupational information and guidance--and that this gap has not been appreciably closed during the last two years of Center activities.

One answer to the present situation is to fold the program. This course we believe would be a mistake of major proportions for the State of Hawaii. Another answer is more people and more dollars, but more of everything also is no answer at all. A third solution which to us is the most reasonable is to refocus the program and to build a service that is unique and effective. We believe this can be done and suggest guidelines for doing it in the next chapter.

III. THE CENTER'S FUTURE

Certainly there are few subjects that are of greater interest to a man or woman of any age than his or her job, career opportunities and training opportunities that may lead to a first job or an improved job situation. There is, therefore, a universal appeal to the subject matter. With the historical educational emphasis on vocational education and particularly the new thrust to career education throughout the school years and beyond, there is bound to be an ever increasing interest, awareness and concern about career development and training, career options and career improvement opportunities.

Coupled with increasing interest in careers are additional factors of periodic high unemployment rates (such as now), marked drops in opportunities in certain fields (such as teachers) and burgeoning new fields of opportunity (such as environmental, health sciences). Add to this mixture, a large component of jobs that go begging for lack of takers, as well as the increasing need for recyclying skills and retraining and it is quite clear that the need for career information is likely to increase geometrically. If this is so--and all the indicators point to it--we must plan for an even expanded career information function in the future. The State of Hawaii is the only state that we know of where such a centralized function is feasible or appears to be feasible on a statewide basis.

The Center and those associated with it have learned much about the problems and opportunities involved in providing such a service.

We recommend in the strongest of terms that the focus of the Center be sharpened and that a program be shaped that will truly bring together all concerned with job opportunities to bridge the communications "gap" that still exists today. The following sections outline our thoughts on what an effective Center program could be and should be.

RETAIN THE STATEWIDE SERVICE FOCUS

The goal of a statewide service is an important one to set and to achieve. The implications of a statewide service are simply that--a service to all islands and all communities, a service that provides more than just generalized brochures to Molokai counselors, a service that provides specialized resource assistance and a high degree of personal service to those who need help. Unless a statewide service is a clear goal, we would recommend not seeking funding for the next three year period.

BROADEN THE MARKET

We believe that the principal focus of the total program should be clearly on the consumer--the student, with secondary emphasis on those segments that influence the student from a career standpoint--the counselor, the teacher and the parent. At the same time, strong and continuing efforts are needed to involve, inform and to gain support of the employer community--government, business, industry and the professions. And a complementary effort is needed in the labor community, as well as in the legislature and in other spheres of influence that can gain positive program support.

Also, from a lesser priority--but still important--point of view, the needs for career education, training and retraining of

non-students and older people should not be disregarded. A total consumer-focused program will move this service in a clear statewide, all resident direction.

While we believe that a Model Cities emphasis should be retained, we encourage a balanced program that provides a broad spectrum of service.

ASSUME THE ROLE OF CATALYST

Unfortunately, many "using" agencies have looked upon the Center's program primarily as a means of receiving "free" service and materials that otherwise would not be available to them. In order to achieve a high level of effectiveness, the Center must avoid the temptation to build a large staff and concentrate instead on being the catalytic agent that stimulates new programs, builds communications linkages between and among concerned groups, identifies resources for program purposes, encourages active support of program efforts by diverse groups, persuades organizations to participate in programs and generally "keeps the pot boiling."

AVOID THE ROLE OF OPERATIONS

A major portion of Center time and effort has been devoted to the role of training agency, curriculum development organization and other activities that are basically operational in nature. While such activities must be carried on, it should be the role of the Center again to be the catalytic agent to see that these programs are planned to meet the needs of the market. And if

the Center becomes the acknowledged specialist on the needs of the market, other agencies will actively come to seek advice and counsel on program planning matters.

STRUCTURE A STATEWIDE CENTER

We have referred earlier to the "step child", "orphaned" status of the Center under its present status. At the same time, there is much talk about other agencies such as DOE, community colleges or continuing education "taking over the program." The present situation does not work well and an absorption of the Center by another major state agency would do little more, in our opinion, than make its program a minor appendage to a large organization. This also is no solution and could not lead toward a statewide service for all the people who require career information and career guidance.

Assuming the state moves ahead with a request for another federal grant, it seems to us appropriate and prudent to develop a structure that could survive and develop effectively after the federal "seed money" effort expires three years hence--instead of shuttling the Center program to an agency that may likely decide not to finance its continued effort when 1975 arrives.

We recommend, therefore, the organization of a non-profit corporation to plan, develop and implement career information programs on a statewide basis to all markets that require such information.

We recommend a board of directors appointed from "user" and consumer groups. We suggest a model on the order of the Hawaii Visitors Bureau, with an objective of matching support and an active program of participation between government/labor/industry. Parenthetically, we think that career information and guidance to the Hawaii resident is even more important to the individual than the certain knowledge that more tourists will be arriving each year--important as that program is.

We think that such an arrangement will avoid the pitfalls of "just another government program", promote active involvement of all those segments of the community that ought to be involved, build a responsive, consumer oriented, high service spectrum of programs and focus on a service area that should have active community support.

ESTABLISH THE CENTER AS A COMMUNICATIONS AGENCY

The Center's ability to develop an effective program will stand or fall on its capacity to develop relevant information and to transmit it to consumers who not only find it useful, but who are ultimately matched either to training opportunities or jobs. Communications, unfortunately, is not an easy task and is one in which we all see deficiencies in our lives and in our work. In order to achieve a high level of communications effectiveness, we believe it will be necessary for the Center to proceed on a variety of fronts:

- Seek professional advertising assistance. Use of an in-house illustrator, development of home grown materials and conduct of superficial market studies will not achieve the program impact that the Center requires. An agency should either be encouraged to "adopt" the Center program as a public service or should be retained on a fee for services basis.

- Use a multi-media approach to get the Center's message to its various markets: television spots, radio, newspaper advertising, car cards, posters, video tape and other approaches should be used.

- Make a special effort to reach the youth segment of the market:

  - colorful, arresting brochures and posters in schools, at youth hang outs, youth rallies and events.

  - spot announcements on rock stations.

  - comic book format literature.

  - contests for best ideas on marketing to the youth group.

  - special literature for different ethnic and cultural groups.

- Seek professional public relations counsel. The traditional public information position found in government simply will not be adequate in a service/ market oriented activity.

SEEK BROAD SCALE INVOLVEMENT OF PEOPLE

The most effective advertising program, particularly in Hawaii, is word-of-mouth. But in order to have word-of-mouth advertising, people must know the Center and its program. To do this, we recommend an active program to involve, in a substantive way, large numbers of people throughout the state. Such involvement should take two distinctive thrusts: (1) an extensive committee and sub-committee organization for advice and counsel purposes--an organization that

is used systematically and well, not just a paper or a for-show structure; and (2) development of a volunteer organization that can augment the efforts of the Center staff and the human resource cooperative efforts it can generate with other agencies.

We can see developing a cadre of released time executives, not unlike the Aloha Fund approach. Additionally, however, we believe that volunteer resources may be tapped from the student group and even the retired group to assist with program implementation.

There will be those who will throw up their hands at such a suggestion and will claim that it not only is visionary, but it takes too much time and effort to organize and mount such an effort. We do not pretend that it will be easy, but the name of the game in effective service activities is "people" and without substantive involvement of people, it will be impossible to sustain a meaningful and effective career information effort.

ESTABLISH A CAREER HOT LINE SERVICE

We believe that one of the most effective ways of establishing the Center as a true career information center is to establish direct communications with the consumer, particularly the student. A career hot line service, manned by volunteers, can enable the Center not only to do this, but also to use its resource manual in the most effective and efficient fashion. The manual, instead of possibly gathering dust at a school can be used on a daily basis to provide answers to real questions by consumers on careers,

training opportunities, job requirements, job openings and other questions about the world of work.

CHANGE THE CENTER NAME

We agree with the thoughts of the steering and advisory groups that the present name of the Center is awkward. We further agree that the simple designation of "Career Information Center" is sound and has the potential of having far greater "name recognition" than either the acronym OIGSC or the full present name.

SEEK ADDITIONAL SUPPORT FOR CENTER PROGRAMS

In addition to the potential funding sources cited earlier, it is probable that local foundations could be interested in financing special projects having statewide implications. Also, the possibility of the Center seeking specific project grants for demonstration or other purposes should not be ignored. If the Center indeed develops a broad scale approach to a statewide service, there are a number of federal agencies such as Labor or Commerce, for example, that might well be interested in supporting specific experimental projects. The point here is that an effective, dynamic program will not be lacking either support or funds.

DEVELOP A MASTER PLAN

Assuming continuance of the program along the lines suggested--or for that matter, on any basis--we believe and strongly recommend that a matter of first priority is development of a master

plan for Center growth and progress. The plan should include: market analysis and definition of need; goals; objectives; programs and services; organization; staffing; policies and procedures; facilities and equipment needs; financial requirements; and a planned program of implementation complete with timetables, responsibilities and priorities. We believe that such a project would be supported by a foundation interested in development of a statewide service in such an important area of resident interest.

REVIEW STAFFING REQUIREMENTS

It will be well, when planning the new program, no matter what form it ultimately takes, to give serious thought to the qualifications of the staff that is to give the program vitality. Certainly, reliance should not be placed entirely on academic qualifications and an effort should be made to seek people who are skilled in the communications field and in the art of motivating people and who have well documented track records in these and other fields of activity.

CONCLUSION

We believe without reservation that the Center has an opportunity to become a unique agency in this country. There is a clear need for such a program and Hawaii, in our opinion, is the place where unique and creative programs, such as the one we have outlined, can flourish.

APPENDIX TO EVALUATION REPORT

There are a number of related and unrelated thoughts, evaluative comments and miscellany that were not put in the body of the report, but were thought to be of sufficient interest to include them in this appendix to our report.

FEDERAL EVALUATIONS

After writing the report, we reviewed previous evaluations of Center activities. While there were a number of pertinent observations in such reports, it was apparent from a number of sources that such evaluations were sometimes made by people who had little understanding of the Hawaii situation and mainly consisted of "quick study" comments that were not always particularly helpful from a program standpoint, but often created reactions in Washington and elsewhere that were out of proportion either to their validity or their content. We would caution the federal government that often insufficient analysis and quick reactions are no better than no evaluation at all. At the same time, we recognize the government's legimate interest in how its money is being spent and its responsibility in that regard. Perhaps, though, a more balanced approach could be sought with better results from everybody's standpoint.

TEACHER TRAINING

We heard enough disparaging and/or questionning comment about the quality of teacher training in the areas of career information and guidance that we thought it important to pass along this information. The comment was directed particularly at university programs and was received primarily by those in the business and labor communities.

TIME SHEETS

A service agency like the Center should operate on the same basis as professional service organizations--like law firms and accounting firms--in regard to keeping track of the activities of the staff. We recommend assignment of program or project classifications to Center activities and would expect the staff to keep time sheets and report time distribution between and among projects at least on a half-hour increment basis. The use of such a device will not only tend to bring to the staff's attention that time represents financial resources, but will enable the responsible committees to evaluate performance more effectively.

DELIVERY OF MATERIALS

We note that very often Center produced and/or distributed materials were delivered to destinations by the professional staff. Not only is this a poor use of staff time, but the practice has resulted in a feeling that the staff "blows in and out" and seldom comes for substantive purposes. Perhaps a delivery service could yield more productive results.

RESEARCH

The developer of the Center's resource manual made the comment, at least partially in earnest--that the manual is already out of date. That this is true is not a surprise because resources change on virtually a daily basis. What is important, we think, is that the Center make provision for systematic and continuing up-dating of the document or else the effort will be wasted. Additionally, the Center should devise means of staying more closely in touch with developments in the entire field of career information and receiving new sources and resources on a regular basis. While it is acknowledged that the director has done this to the extent possible, we believe that much more should be done. At the same time, Hawaii information should not be only recast or even undiluted mainland information--but the main point is that the Center must stay up-to-date both with respect to Hawaii and mainland developments.

FACILITIES

If the Center is to become a hub of a true communications network, we see no particular reason to leave the present facilities. Long term, however, we would like to see store front facilities in the core city area and on neighbor islands--to be manned principally by volunteers. Such a development should not take place, however, until there is a significant improvement in program development and implementation systems--probably not for five years or so.

PROGRAM OPPORTUNITIES

There are a range of program opportunities that a communications agency like the Center could explore and implement, once the basic program configuration is set. Among these might be: organization of a Talent Search program at the high school level, by persuading business organizations to take the same care in recruiting for entry level jobs, as they do in trying to recruit top college graduate talent--and thus, bringing business representatives to the schools as recruiters; stimulate and organize Job Fair types of functions on a statewide basis; identifying top career executives,

labor leaders and educators as they pass through Hawaii and organizing forums for information exchange.

JOB OPPORTUNITIES

While we do not believe that the Center should be in the business of getting jobs for people, we do believe that the Center can do much more in the way of localizing job opportunities by geographic area. One of the ways to do this is to build a resource list of lay instructors at community colleges and informed vocational education instructors in high schools. There is a wealth of informal, but accurate information that is available if the right resources are tapped.

It is interesting to note that several sources pointed to the Employers Council material on salary and wage rates to be the single "best seller" among high school students. These materials apparently have limited distribution but are immensely popular. This, of course, has program implications.

EVALUATIVE COMMENTS

We have selected a number of evaluative comments collected during the study process. These were selected randomly and are presented as a matter of interest.

...no occasion to utilize services, but great need

...good job in disseminating materials...need improvement in working with other agencies...great need for program

...advisory committee not used well...program should be continued

...planning and programming inadequate...resources available not used effectively

...incomprehensible materials(disadvantaged clients)...imagination and ingenuity required

...program is good and necessary...management needs improvement

...office in wrong place

...no occasion to use services, but program needed

...Center performs well...budget inadequate...needed program

...program should be continued and expanded...lack of coordination

...copies go to all my counselors

...traditional approach to occupational information...who reads?

...paper factory

...need for statewide program

...concentration in Model Cities very good(several adverse comments also)

...services good, workshops helpful..a real need

...lots of valuable materials

...happy with materials

...effective in dissemination

...not adequate materials for our students

...paper not enough

...have not used services(many comments to effect that Center program is unknown)

...excellent during past year

...materials much better than those received through DOE prior to Center program

...Center shortstaffed....little contact with user group

...students read materials(many comments that students never get to the materials and that materials are over their heads)

...Center just beginning to become effective

...services very important to(community college) program

...need better public relations

...Center does nothing for community colleges

...career orientation course helped tremendously(private school)... extremely helpful

...no knowledge of program(private school)

...need is great...lean on them heavily(community college)

...made real effort to help us

...no reactions from teachers on use of materials

...advisory council not well used...advice not asked

...promise of Center is good...services needed..goals not understood by staff

...staff defensive...program is needed

...no occasion to use...need unquestionned